GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

Imagine It! Grade 6

Final Review

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations

  (For any indicator receiving a 0, comments must be provided justifying the score.)
- Record the total score for each area in the final row for the section.

CENTER ON INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	There's a program appendix that explains many components of teaching reading. This would be very helpful for teachers who need ideas on basic strategies for teaching struggling readers.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	This is very clear.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	Very easy to follow.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	2	Easy to use with photos of all materials and clear pictures.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	Very structured & labeled with routine cards in the back (will be great for starting the year and keeping routine for subs).
Addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	Includes big idea, understanding, and essential questions for all comprehension skills. It's a plus that the program is almost scripted; means that others can help in its implementation. (One might worry that there's an overload of information and it might

Item									Comments
									intimidate or overwhelm some teachers.)
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	Yes, color-coded and aligned.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	Almost scripted.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	States there is modeling, but it is more difficult to find.
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	Benchmark assessments are nice.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	This aspect is well-done. You can go to the benchmark tests and see where to pull information for a students' weakness. The notes with each lesson on things to do for students of differing levels are a plus.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	Glad to see the spelling relates to phonics, but don't know just how clear that connection will be to students going through the program. It is almost always up to the teacher to point out the connections. There are some obvious connections in this program which will make that easier to do.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	(See #18.)
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction	X	X	X	X	X	X	X	2	

		K	1	2	3	4	5	6	Score	Comments
	specific?									
25.	Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	There are opportunities for this, but not very well outlined
26.	Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	Provided daily.
27.	Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	The inclusion of supplementary books is excellent.
28.	Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29.	Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	2	
30.	Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	2	
31.	Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	
TOTAL									**66**	

PHONICS (P)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	Phonics in this program applies more to spelling and being a resource for students who are a few grade levels behind. But, struggling 6th graders do need phonics support and many 6th grade teachers do not have resources to support phonics. It's about more than just spelling. It's about solving/decoding unfamiliar words. It would not be one of the criteria to evaluate on this rubric were it not important for 6th graders.
2.	Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	
3.	Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	Would like to see more interactive/enticing worksheets or activities. Couldn't find any examples of the *Skills Practice 1* in the text books (ex: p 95J and 115J referred to skills practices on pages 43 & 57).
4.	Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	

5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	Present, but not explicit.
15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	
18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
19. Is instruction in the meaning of roots and affixes explicit and do students analyze				X	X	X	X	1	

		K	1	2	3	4	5	6	Score	Comments
	the relationship of spelling to meaning of complex words?									
20.	Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?	X	X	X	X	X	X	2	
21.	Are there activities for distinguishing and interpreting words with multiple meanings?	X	X	X	X	X	X	2	
22.	Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?	X	X	X	X	X	X	1	
23.	Are words used in advanced phonics activities also found in student texts?	X	X	X	X	X	X	2	
TOTAL									**26**	

FLUENCY (F)		**K**	**1**	**2**	**3**	**4**	**5**	**6**	**Score**	**Comments** (examples, strengths, concerns, questions)
1.	Is fluency instruction **explicit**?	X	X	X	X	X	X	X	2	
2.	Is fluency instruction **systematic**?	X	X	X	X	X	X	X	2	
3.	Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	2	
4.	Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	2	
5.	Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	2	
6.	Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7.	Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8.	Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9.	Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
10.	Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	
11.	Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	

12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	2	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	Could be more clearly shown.
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	
TOTAL								41	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	

15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	There are sentence examples, visual examples would be better (especially for EL).
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	Found in Word Study and Work Stations.
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	That is taught more though the spelling portion.
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	

	K	1	2	3	4	5	6	Score	Comments
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	2	This publisher offers a lot in the way of technology (overall strength).
TOTAL								52	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	Not sure about "frequently", but it does do this.
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of	X	X	X	X	X	X	X	2	

#	Question								Score	Comments
	multiple, coordinated comprehension strategies?									
13.	Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14.	Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15.	Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
16.	Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17.	Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	
18.	Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	"Ample" is a subjective term. More like "adequate".
19.	Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20.	Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	Present in teacher led teacher decision.
21.	Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	Present in Leveled Readers.
22.	Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23.	Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24.	Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	2	
25.	Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	There's a quick read at the beginning of each lesson for "vocabulary warm-up". Wish they'd have a quick read for a reading warm-up to practice the skill that they concentrate on in the larger the selection that may take 2 days to read.
26.	Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	

27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	2	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	
TOTAL								62	This series does a very nice job with comprehension.

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	Weekly Teacher Edition inserts for core. Although it seems they're on the right track with differentiating level of tasks and books, there are so many questions as CCSS is being developed and established that it is impossible for them to be clearly aligned already.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	
TOTAL								4	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								7	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	Weekly assessment sheets & fluency assessment sheets.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	Outstanding! (Provided weekly, daily, and as review.)

3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
TOTAL								6	Good assessment component!

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	**Comments** (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Is there ever really "adequate" time? This is hard to gauge based on the information given.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	Easily understood and very well-organized.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	2	Very clear.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								7	